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NOW CONSISTING OF 17 SCHOOLS, THE EDUCATIONAL SYSTEM FOR THE SEVENTIES (ES '70) NETWORK WAS FORMED IN MAY 1967 TO DEVISE AND EXECUTE A PROGRAM FOR DEVELOPING A NEW COMPREHENSIVE SECONDARY SCHOOL CURRICULUM AND ORGANIZATION WHICH (1) PROVIDES AN INDIVIDUALIZED EDUCATION FOR EACH STUDENT, (2) IS HIGHLY RELEVANT TO THE ADULT ROLES WHICH HE WILL PLAY, (3) IS ECONOMICALLY PRACTICAL WITHIN AVAILABLE PUBLIC RESOURCES, (4) IS BASED ON BEHAVIORAL AND RELATED SCIENCES, (5) EMPLOYS SUITABLE SYSTEMS OF SCHOOL ORGANIZATION, (6) UTILIZES APPROPRIATE EDUCATIONALLY ORIENTED TECHNOLOGY, (7) IS LOCALLY PLANNED AND DIRECTED, (8) IS NATIONALLY COORDINATED, (9) IS FINANCED BY FEDERAL, STATE, AND LOCAL FUNDS, AND (10) IS DESIGNED FOR ULTIMATE AVAILABILITY TO ALL SCHOOL SYSTEMS. THE ROLE OF THE LOCAL SCHOOL DISTRICT IS (1) GENERATING EDUCATIONAL POLICY, (2) ESTABLISHING THE VALIDITY OF ES '70 PROPOSALS AND PRODUCTS, (3) PROVIDING THE FORCE, IMPLEMENTATION AND DEMONSTRATION, (4) PROVIDING INFORMATION ON WHICH REVISIONS AND EVALUATIONS MAY BE MADE, AND (5) ACTING AS A MODEL FOR DEMONSTRATION AND DISSEMINATION OF PROVEN DESIGN AND PRACTICE. THE ROLE OF THE STATES, ELEMENTS OF THE PROGRAM, AND ES '70 INFORMATION SYSTEM, NEWS FROM THE NETWORK, AND A REPORT FROM MONROE, MICHIGAN, ON DEVELOPING A HIGH SCHOOL FACILITY AS A MODEL FOR OTHER ES '70 NETWORK SCHOOLS ARE INCLUDED. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM E.F. SHELLEY AND COMPANY, 866 UNITED NATIONS PLAZA, NEW YORK, NEW YORK 10017. (MM)

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ES '70 — EDUCATIONAL SYSTEM FOR THE SEVENTIES — A COOPERATIVE PROGRAM FOR EDUCATIONAL INNOVATION

NEWS

VOLUME I – NO. I MAY, 1968

ES '70 ENTERS SECOND YEAR - DR. BRIGHT HAILS UNIQUE LOCAL - STATE - FEDERAL PARTNERSHIP

Dr. E. Louis Bright

To those involved, mounting the ES '70 program has been among the most exciting developments in American education during the last year. Its promise to the youngsters of our country is to provide them with a secondary education that is individualized, effective and relevant to their fast changing needs.

ES '70 can be properly regarded as a response to an urgent need recognized and expressed by educators throughout the country. In many individual districts and in many state education departments a variety of innovative and experimental projects had been developed to overcome the growing disparity between traditional curricular offerings and the current educational needs of large segments of the American population. But the resources any individual district or State could bring to bear on the solution of the problem were often less than the effort required. The project thus grew out of the recognized need for an organized attempt to take advantage of the results of current educational research findings and modern technology, to define objectives and to achieve results in the educational system in relation to the realities of modern society.

The necessity for more extensive funding to achieve effective local programs, the desirability of exchanging the experience accumulated, and the important need to attack the nation-wide problem with all the resources that separate but coordinated efforts could provide, were the compelling factors in the conception of the ES '70 program as a Local – State – Federal partnership.

This program, which is now one year old, includes a nation-wide network of 17 schools, which will implement and validate, in their operational settings, the most promising of the latest innovations in education.

There has been thus far an enormous contribution of time, resource and talent by all the members of the primary network and the numerous advisory committees working in cooperation with the ES '70 executive committee and the U. S. Office of Education that have made it possible to launch ES '70 on a sound and effective basis.

We look forward now to the second year of cooperative, systematic effort to accomplish the goals of this most urgently needed program.

Dr. E. Louis Bright
Associate Commissioner and Director
Bureau of Research
U. S. Office of Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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MONROE, MICHIGAN: OPPORTUNITY AND CHALLENGE

by Dr. Harold C. Rapson, Superintendent of Schools, Monroe, Michigan

Dr. Harold C. Rapson

The opportunity to lead the way in developing an effective school plant which can serve as a model for other ES '70 network schools planning school facilities has come to Monroe, Michigan. This community, led by its Board of Education, has launched a bonding and building program to provide a multi-million dollar high school facility to house a program not yet designed.

The challenge to the school system is to provide the flexibility of design necessary to accomodate a curriculum in transition.

A careful plan that involved the teaching and supervisory staff in the team that is developing the concepts for the new school, considering the educational specifications, and working with expert consultants is now being carried on in this school district.

Direct inspection of outstanding out-of-state high school facilities has been made possible through ES '70 funding.

A series of specific steps was planned with the hope it would broaden the staff's perspective, stimulate their thinking, and orient them to current trends and innovations in education. Through local funds teachers were given released time to work with fellow staff members on educational specifications for their several departments. Consultants from the Michigan State Department of Education were invited to share in the planning. In addition to providing counsel and supplementary aid, they suggested visitations to certain high schools in Michigan where programs and building design were considered unique or innovative.

Through the Bureau of School Services, University of Michigan, a consultant-coordinator was employed by the Board and additional resource people brought in to talk to the central planning committee about such things as flexible scheduling and material resource centers. A citizens advisory committee representing a cross section of the community was formed to react to various suggestions about building planning and to provide a communications channel to the people.

Through funds provided by the U.S. Office of Education, a series of out-of-state visitations to ten exemplary facilities or programs throughout the United States was planned. Selection of the schools was based on suggestions made by U.S.O.E. and Educational Facilities Laboratories personnel and included trips to Massachusetts, Florida, Illinois, Nevada and California.

Three of the five-member visitation team were designated to go on all the trips; this included the high school principal, a representative of the architectural firm employed by the Monroe Board of Education, and an observer-writer responsible for documentation of the project. The two remaining positions were filled by faculty members representing different departments on each trip.

Observations were to focus on the extent to which individualized instruction programs were being used and the impact these might have on school plant design. A slide presentation developed from slides taken at each of the schools visited, combined with the report of the observer-writer, will provide a documentation of the project for local use and be made available to other schools throughout the nation through the U.S. Office of Education.

HOW THE NETWORK IS ORGANIZED

In the year since the first ES '70 organizational meeting the network of participating school districts has grown from the original 12 schools to 17 school districts in 14 states.

A formal organization to guide the project has been established by these districts, which are represented on the Governing Board by their superintendents. Members of the Governing Board will also include designated Chief State School Officers, and representatives, ex-officio, of the U.S. Office of Education.

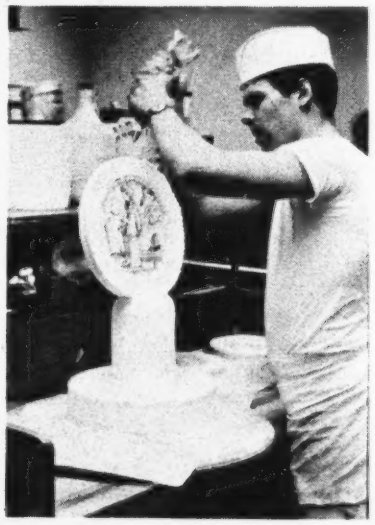
According to the draft of policies and procedures adopted by the superintendents of the 17 participating local school districts, the Executive Committee will consist of four superintendents of the local districts elected by the Governing Board, two Chief State School Officers designated from among the 14 states represented in the network, and two representatives of the U.S. Office of Education to be appointed by the Commissioner of Education and to be non-voting ex-officio members.

WHAT IS ES '70?

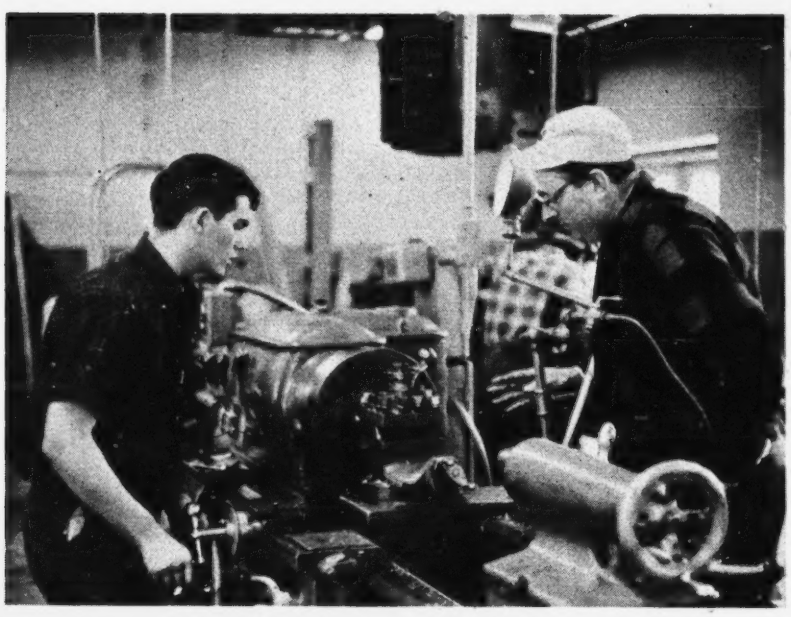
In May 1967 the ES '70 network was formed to devise and execute a program for the development of a new comprehensive secondary school curriculum and organization

-- providing an individualized education for each student
-- highly relevant to the adult roles which he will play
--economically practical within available public resources
--based on behavioral and related sciences
--employing suitable systems of school organization
-- utilizing appropriate educationally oriented technology
--locally planned and directed
--nationally coordinated
--financed by federal, state and local funds
--designed for ultimate availability to all school systems.

San Mateo, California



Quincy, Massachusetts



Breathitt County, Kentucky

Ft. Lauderdale, Florida

ES '70 NETWORK

PARTICIPATING DISTRICTS as of May, 1968

* Superintendents . Coordinators

Atlanta, Georgia
* Dr. John Letson
. Dr. James O. Knuckles

Baltimore, Maryland
* Dr. Thomas D. Sheldon
. Martin H. Raila

Bloomfield Hills, Michigan
* Dr. Eugene L. Johnson
. Robert Boston

Boulder, Colorado
* Dr. Richard M. Fawley
. William Reed

Duluth, Minnesota
* Dr. L. V. Rasmussen
. John Muldoon

Ft. Lauderdale, Florida
* Dr. Myron Ashmore
Superintendent of Schools, Broward County
. Warren Smith

Houston, Texas
* Dr. Glenn Fletcher
. Franklin D. Wesley

Jackson, Kentucky
* (Mrs.) Marie Turner
. William N. Ryan

Mamaroneck, New York
* Dr. Bernard Haake
. Everett Knobloch

Mineola, New York
* Dr. Ben Wallace
. Eliot G. Spack

Monroe, Michigan
* Dr. Harold C. Rapson
. William M. Hetrick

Philadelphia, Pennsylvania
* Dr. Mark H. Shedd
. . David Horowitz

Portland, Oregon
* Dr. Melvin Barnes
. Glenn E. Hill

Quincy, Massachusetts
* Dr. Robert E. Pruitt
. Dr. Lawrence P. Creedon

San Antonio, Texas
* Dr. Bennie Steinhauser
. Mrs. Lucille L. Santos

San Mateo, California
* Dr. Leon M. Lessinger
. Charles Mink

Willingboro, New Jersey
* Gabriel H. Reuben
. John Rosser

EXECUTIVE COMMITTEE
Dr. Ben Wallace, Chairman
Dr. L. V. Rasmussen
Dr. Leon M. Lessinger
One vacancy

THE ROLE OF THE INDIVIDUAL DISTRICT

The local school district represents the keystone and the ultimate site in which the wares of ES '70 productivity will be displayed. It is the final demonstration center for the proof that a dynamic local, state, federal, higher education, and industry relationship may exist.

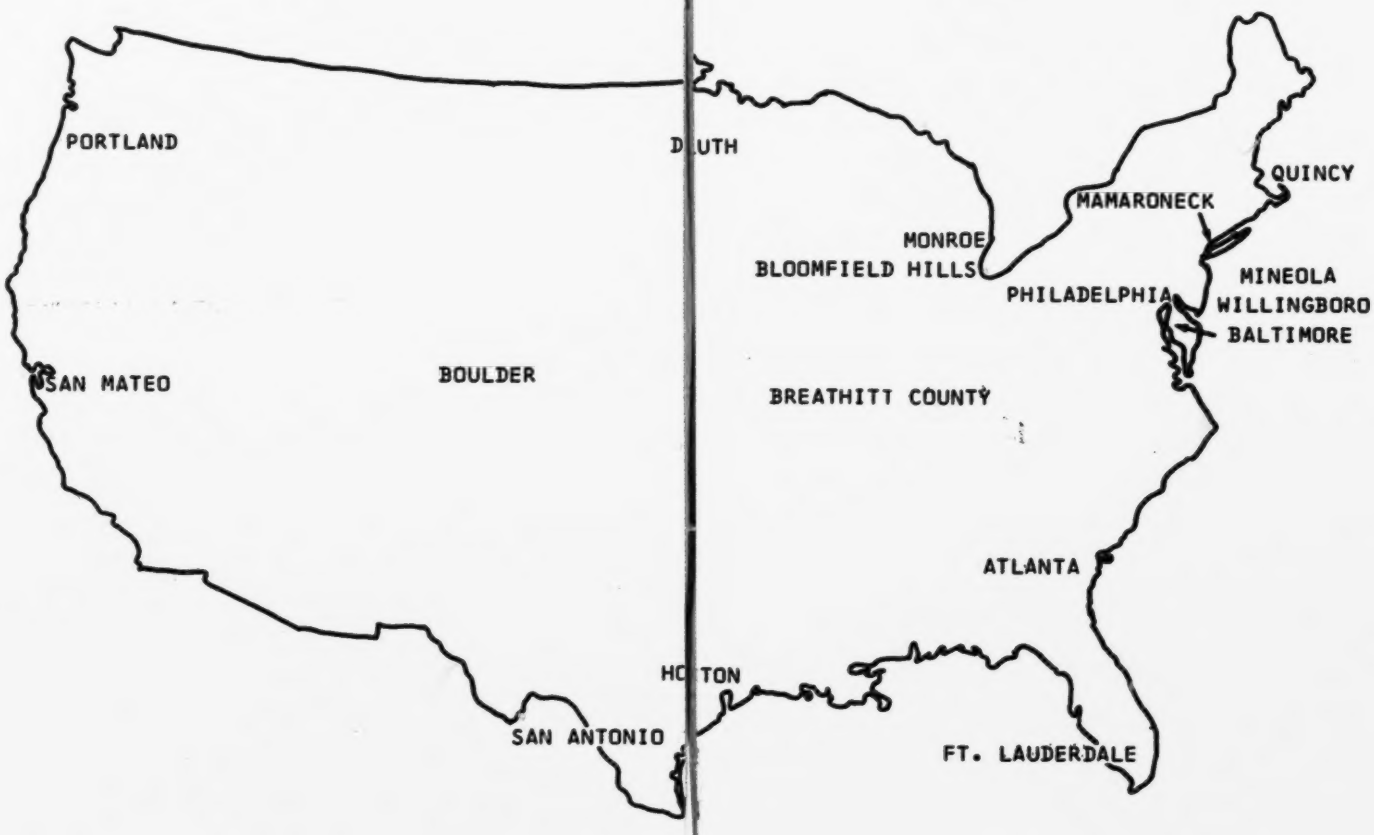
In occupying this position, the local district has a highly responsible role to play: first, in the generation of educational policy; second, in establishing the validity of ES '70 proposals and products; third in providing the force, the implementation and demonstration; fourth, in providing information on which revisions and evaluations may be made; and, finally, in acting as models for demonstration and dissemination of proven design and practice.

These functions which make up the role of the local district impose a concomitant responsibility. At the heart of this responsibility is a sense of commitment to the rationale of ES '70 – the development of the independent learner, an instructional program that leads to relevant career orientation, engagement in the reorientation and retraining of staff, an accommodation of technology to education, active support of specific performance objectives and criteria as opposed to reliance on curriculum objectives, and the development of new management techniques to permit the most effective use of personnel, funds, and facilities to accomplish the goals of the program. A correlative responsibility is the recognition that uniformity of thought and implementation is a strait jacket to be avoided. No single formula or set of strategies will be applicable to all districts. The responsibility requires the perceptive exercise of alternatives to accrue the greatest residual benefits to the pupils of a given district.

Finally, there is the commitment to continually examine and evaluate the roles of each of the partners in the enterprise to contribute to the expanding efficiency in the implementation of this partnership concept.

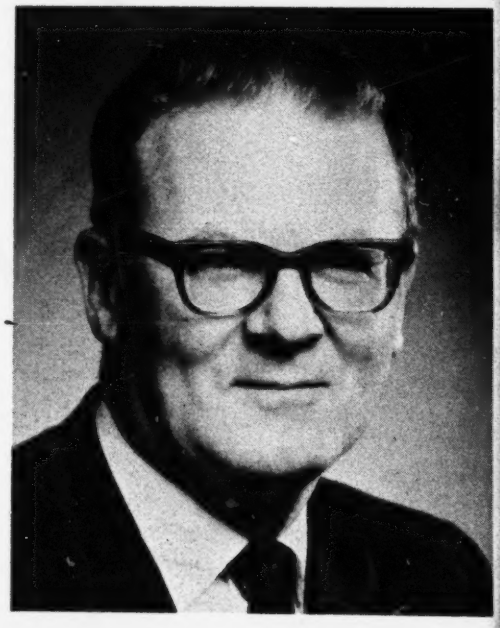
Ben Wallace

ES '70 NETWORK



Ben Wallace
Superintendent of Schools
Mineola, New York

Chairman,
ES '70 Executive
Committee



Carl Marburger
Commissioner of Education
State of New Jersey

THE ROLE OF THE STATES

Providing the finest educational experiences for our young people today is indeed a complex task which involves personnel and financial resources at local, state and federal levels. The "ES '70" project is one mechanism for the coordination of those levels, so that, in Commissioner Hansford's words, we can move toward a "...nation-wide curriculum development, but certainly not national curriculum development."

Each Chief State School Officer will make his own determination regarding his participation in "ES '70." It is my judgment that the project can and should be regarded as a welcome opportunity for the States to develop a greater capacity to accelerate their own curriculum development programs, and to extend their quality. "ES '70" can thus positively reinforce existing curriculum developments in the States. It can provide nation-wide dissemination unattainable with our present constraints and can substantially assist the States in their examinations of the relevancy of the high school curricula.

The working partnership among local, state and federal agencies envisioned for this program has now progressed beyond its early difficulties to a point where the roles of each educational level have now been suitably clarified. The States are in a much stronger position as a result. I support Dr. Fuller's statement in his March 14, 1968 newsletter when he commented, "This project seems to me to be highly desirable and something Chief State School Officers will almost certainly find interesting." And may I add that I hope that they will give their wholehearted support to the "ES '70" project.

Carl Marburger

ES '70 NEWS will be published at regular intervals during the school year to keep readers up to date on current ES '70 activities and progress. Examples of representative activities will be reported in each issue.

ES '70 NEWS is prepared under the supervision of the ES '70 Executive Committee by E.F. Shelley and Company, Inc. Additional copies may be secured from E. F. Shelley and Company, 866 United Nations Plaza, New York, New York 10017.

ELEMENTS OF ES '70 PROGRAM OUTLINED

The ES '70 Program represents a broad scope of activity that cuts across every aspect of education. ES '70 is currently evolving from a concept to an operational program. It involves the development of an organic curriculum designed to provide individual school districts with a wide variety of alternatives in providing their own secondary school students with an individualized and relevant secondary education at a feasible cost. In broadest terms the development of substantive programs for ES '70 may be divided into five main categories which include:

A. Staff Development
   1. Professional Pre-Service
   2. Professional In-Service
   3. Non-Educational Professional Utilization
   4. Sub-Professionals

B. Instructional Manpower and Career Guidance
   1. Educational Objectives
   2. Cluster Arrangements of Vocational Careers
   3. Curriculum Development
   4. Instructional Material
   5. Instructional and Learning Media
   6. Modular Scheduling
   7. Individualized Instruction
   8. Guidance Progress and Procedures
   9. Reduction of failures

C. School Management
   1. Staff Utilization
   2. Information Handling
   3. Increased Efficiency in Communication
   4. Simulated Decision-Making in On-Line Situations
   5. Scheduling Progress, and Accounting for Pupils
   6. Budgeting Fiscal Accounting, Personnel Records

D. Plant and Facilities
   1. Modification of Existing Plant
   2. New Structures

E. Evaluation
   1. Student Assessment
   2. School Accreditation
   3. Use of Data Processing in Evaluation
   4. Student Certification
   5. General Evaluation of Educational Progress

AN INFORMATION SYSTEM FOR ES '70

The collection, processing, synthesizing and dissemination of data on the progress of all ES '70 programs is regarded by the participants as an essential ingredient in achieving the program objectives.

Inherent in the ES '70 program are complex inter-relationships and dependencies between the organizational and administrative aspects of the program and the substantive educational activities under development.

To help these flow together in logical and positive fashion, it has been agreed to develop an information system for the project that is based on an awareness of ES '70 as a dynamic, evolving series of programs, with information needs, problem definitions, processing and communication criteria that are undergoing continuous re-examination and testing as the system develops.

The design of an information system that will assist ES '70 to progress is the assignment of E. F. Shelley and Company, management and information consultants who have been retained by the U.S. Office of Education for this project.

Traditional as well as modern communication techniques will be incorporated into the program. Newsletters will be issued regularly. Films, progress reports and other material will be issued as appropriate. It is also expected that advanced technological aids and advanced analytical management techniques will be used. These tools and techniques, successfully used in many large-scale systems development projects in business and industry, can be adapted to the unique requirements of a complex social organization such as education, and for ES '70 in particular. Here a great many diverse programs, innovative techniques, research and development activities, resource and logistic problems need to be coordinated and meshed. The new technical tools and techniques available thus free time and talent for the creative development of the project.

***SCHOOL PROFILES:** Some Selected Base Line Data – Questionnaires submitted to the districts have been returned with important base line data on each of the districts in the network. Preliminary general information indicates that the districts range in population from 28,300 to 2,152,000. The total number of students involved exceeds one and one quarter million. The districts represent a cross-section of the United States in size as well as economically, socially, ethnically and geographically.*

NEWS FROM THE NETWORK

BREATHITT COUNTY, KENTUCKY... is distributing a newsletter on all aspects of ES '70, locally and nationally, to all principals, supervisors, project directors and "the entire staff including librarians, secretaries, cooks and all others," according to a report from William N. Ryan, Coordinator. Among items reported in their last issue: "A study of student records required by the ES '70 project is under way. By the reopening of school this Fall, a student record system will be ready for grades 1–8. The system will be designed for basic compatability with the computerized ES '70 network program. Uniform records for research and analysis will then be available throughout the 17-school network."
BLOOMFIELD HILLS, MICHIGAN... A K-12 curriculum study in all subject areas has involved 40 administrators and teachers for the last two years. Object: to move toward a learner oriented curriculum, using a systems approach to develop a "behaviorally defined sequential curriculum." A summer workshop for 135 staff members and two university consultants was held in 1967. One result: Fall 1967 saw introduction of a skill-oriented curriculum entitled "Accessibility ... for Effective Living," into three schools: Way Elementary, East Hills Junior High and Lahser High School. The High School is designated as the Bloomfield Hills ES '70 experimental school. A report on "The Big Switch -- Educational Systems for the Seventies' by Coordinator Robert E. Boston and Marjory E. Jacobson, describes the continuous progress program in Bloomfield Hills, available on request. **SAN MATEO, CALIFORNIA**... School Board has approved employment of an Ombudsman to work with difficult youngsters. **WILLINGBORO, NEW JERSEY**... Newsletter reports to its staff on ES '70 planning to date and on receipt of funding for Willingboro as a network "Test-center" for programmed in-service training materials. **MAMARONECK, NEW YORK**... is issuing its newsletter to the community as well as to staff. First issue describing aims for students says, "The key point is that none of these (career) options should be closed before high school graduation." **DULUTH, MINNESOTA**... reports passage of 5.9 million dollar bond issue by 61% of the voters to build their new Central High School.

HOW IS ES '70 FINANCED?

Direct funding to the local school districts is provided by the Bureau of Research, United States Office of Education. It is anticipated that additional funding by cooperating public and private agencies will be secured as the program progresses.

FOR YOUR FILES:

REQUESTS FOR PROPOSAL:

Information may be secured by writing to: Dr. Robert M. Morgan, Bureau of Research, U.S. Office of Education, Washington, D. C.

ES '70 DOCUMENTS, FILM:

Information on availability of reports, films, booklets may be obtained from: E. F. Shelley and Company, Inc., 866 United Nations Plaza, New York City 10017

EDUCATIONAL ADMINISTRATION MANAGEMENT COURSE:

A three-day working session is being planned for school superintendents in the ES '70 network. Subject: Management Strategies for Organizing Change; Evaluating and Improving Current Practice. Date and place to be announced.

COORDINATOR'S INTERNSHIP:

It is contemplated that a rotating internship will be estcblished for Coordinators in the ES '70 network so that they may obtain first hand information on the operations of the U.S. Office of Education.

REPORT FROM U.S. OFFICE OF EDUCATION

Among the activities which the U.S. Office of Education is now sponsoring, or are being considered for sponsorship, are the following:

1. Teacher preparation. Some in-service training is now going on, and a package of special training materials is now being tested.
2. Facilities planning. A preliminary survey of facilities is being conducted by Monroe, Michigan. Their construction plans make this study urgent and a report will be made next summer.
3. Definition of performance objectives. A number of projects are under way to develop the operational definitions of objectives which are required to test and validate instructional materials and techniques. It is expected that some basic research will be required in the affective domain and in process areas as contrasted with skills and information.
4. Development of instructional models. Projects will be funded for in depth parametric analysis of resource needs.
5. Accreditation of schools and Certification of students. Some equivalent of the Carnegie unit must be developed to serve the functions of accreditation and certification.

ANNUAL MEETING IN SAN MATEO – MAY 23, 24

The second annual meeting of the Primary Network of ES '70 will be held in San Mateo, California May 23, 24, 1968. The Executive Committee and the Coordinators of the network will begin their meetings on May 22. Dr. Leon Lessinger, Superintendent of the San Mateo High School District, will be host to the gathering.

Chief State School Officers representing the 14 participating states as well as Congressional members of the U.S. Senate and House Education and Labor Committees, California legislative representatives, business and industry groups and members of professional advisory committees and professional associations will join in this first annual review of the ES '70 program.

A filmed presentation of ES '70, its rationale, organization and potential has been prepared for use by local districts, Boards of Education, staff and community people, and will be viewed at the San Mateo meeting. The group will be given a working draft of a comprehensive booklet, containing the background at rationale of the ES '70 program, possible elements of an ES '70 school, and describing the project's management and time schedule.

The San Mateo meetings will hear reports from the superintendents of each of the 17 participating districts on their year's activities as well as a report from the coordinators.

Dr. Robert Pruitt, Superintendent of Schools, Quincy, Massachusetts and Dr. Richard Fawley, Superintendent of Schools, Boulder Valley, Colorado, will report to the group on the New Orleans Conference held in March.

The agenda calls for a discussion of "Analysis, Classification and Integration of Educational Objectives" by Dr. Bruce Tuckman of Rutgers University, "Relevance of Ongoing Curriculum Projects to ES '70" by Dr. James Rutherford, Project Physics at Harvard University, and "An Analysis of the Teacher's Role" by Dr. Joseph Lipson, Nova University. Dr. Harry Silverman of Systems Development Corp. will discuss "Computer Applications to Student Instruction and Guidance."

It is expected that summaries will be presented of ES '70 related activities which will serve as substance for future programs. These include Accreditation, the Twelve-Month Year, Facilities Design, Regional Labs and Project SCOP at Rutgers.

The Chief State School Officers, meeting separately, may discuss the establishment of guidelines for the secondary network which is being planned to extend the ES '70 program beyond its present scope.

The election of the members of the Executive Committee and Chairman for the coming year will be held in San Mateo.

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